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ABSTRACT

This is a manual designed to accompany staff development sessions in which research and evaluation personnel will discuss key areas with administrators, evaluators in schools, and area office personnel. Forms and methods for assessment and reporting of pupils' progress in a local school's instructional program are illustrated. The state requirements in regard to on-going evaluation are enumerated. The methods of establishing an evaluation committee and the functioning of it to review program implementation, quality, outcomes for students and staff, and the match between budget and expenditures are outlined. Specific forms are reproduced and directions for their use are included. Program evaluation requires a sound communication network among staff to be effective. This manual provides detailed instructions for establishing an effective evaluation committee. (DWH)

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ED210282

PROGRAM RELATED EVALUATION

A MANUAL PREPARED BY THE
EMERSON MANOR OFFICE OF THE
RESEARCH AND EVALUATION BRANCH,
LOS ANGELES UNIFIED SCHOOL DISTRICT

JULY 1980

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TM 810 860 (1 of 2)

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FOREWORD

This Manual is designed to accompany staff development sessions in which Research and Evaluation personnel will discuss with administrators, evaluators in schools, and area office personnel.

- The assessment and reporting of pupils progress in the local school's instructional program;
- State requirements and concerns in regard to on-going evaluation;
- The functioning of an evaluation committee to review program implementation, quality, outcomes for students and staff, and the match between budget and expenditures; and, in schools with School Improvement funding, to assess the school environment.

It is our hope that the suggestions and forms presented in the Manual and dealt with during the in-service sessions will make evaluation tasks easier.

All members of the Research and Evaluation Branch staff are ready to assist. Please call on any of us if you have questions or need help with on-going evaluation responsibilities.

Appreciation is expressed for the County and State resources made available for our use, and for the participation of District and Administrative Area personnel in planning. Grateful acknowledgement is made of the special expertise of the Research and Evaluation Branch staff members who made up the In-service Planning and Development Committee, who organized the in-service presentations, and who produced this Manual: Pat Cobb, Lola Hendricks, Jack Rea, Herb Rosner, Connie Wesson, and Esther Wong.

SUCCESSFUL EVALUATION*

To conduct a formative evaluation successfully, all involved staff need to have an appropriate mind set. Basically, one attitude must prevail: "The evaluation activity is for program improvement." Teachers, principals, and other personnel must be convinced that when discrepancies are found between "what is" and "what should be," positive constructive action will result. If staff members are apprehensive of forthcoming judgment, it is best not to waste the time and effort it takes to conduct the evaluation. There is probably no aspect of program evaluation that more than this, requires a sound communication network.

*Excerpt from Educational Program Evaluation Assistance Handbook, Office of the Los Angeles County Superintendent of Schools, Division of Program Evaluation, Research and Pupil Services, Revised January 1976, Page 23. (Emphasis added.)

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SCHOOL LEVEL EVALUATION REQUIREMENTS*

Schools receiving consolidated application funds must plan evaluation procedures to be used in judging the effectiveness of the program and in making decisions about the planned program. The school must include in the evaluation plan procedures for assessing:

	Title I/SCE	SI	Bilingual
. Implementation of the planned program	X	X	
. Quality of the program in operation	X	X	
. Outcomes of the program for students and staff	X	X	
. Match between planned budget and expenditures	X	X	
. Educational achievement of the participating students in basic skills (Annually)	X		
. Progress of LES/NES students in an a, b, or c bilingual instructional program			X
. Effectiveness of BILP services			X
. The School Environment		X	

Who Must Be Involved in Evaluation of the Program?

There must be opportunities for involvement of:

- Parents
- Community Persons
- Classroom Teachers
- Other School Personnel
- Students (Secondary Schools Only)

What are Written Requirements for Ongoing Planning and Evaluation?

A description must include:

- Areas of emphasis
- The evaluation processes used
- The evaluation procedures used

*Excerpts from School Program Development Manual for Schools Funded Through the Consolidated Application, 1980-81.

EVALUATION-COMPLIANCE ISSUES

Program evaluation procedures are assessed by State program review teams to determine if schools are carrying out evaluation procedures mandated by State and Federal laws and regulations. Listed below are evaluation points of inquiry contained in the 1979-80 School Program Compliance Review Screening Instrument and the sections of law or regulation which are the bases for the points of inquiry. The information and procedures outlined in this manual are designed to assist schools to be in compliance with these evaluation requirements.

UNLESS OTHERWISE NOTED, ITEMS APPLY TO ALL SCHOOLS, REGARDLESS OF FUNDING SOURCE(S) RECEIVED.*

Authority (1)		Points of inquiry (2)	
EC	§52021	5.	The SSC, with the principal, teachers, and other school personnel, is reviewing the implementation of the school improvement program and is assessing, periodically, the effectiveness of the program.
TI T5	§125 §4101	9.	The SAC is involved in planning, implementing, and evaluating the program for participating students.
		VIII.	EVALUATION
EC T5 TI	§52015(g) §4422 §124	40.	The school has established and is implementing procedures for periodic evaluation of the program.
		NOTE:	This item applies to schools receiving Title I/SCE funds.
T5 TI	§4101 §124	41.	There is evidence that the district governing board has reported results of the annual evaluation of the compensatory education program to the SAC.

*1979-80 School Program Compliance Review Screening Instrument, California State Department of Education

ORGANIZING AND IMPLEMENTING PROGRAM RELATED EVALUATION

In order to implement program related evaluation according to the mandates each school will need to determine who will assume the responsibility and then develop both a structure and the steps necessary to organize the evaluation activities for their local program. To accomplish this it is recommended that an evaluation committee be established. The basic criteria for the committee and the process a school might use to establish such a committee are as follows:

Evaluation Committee

I. Functions
   - A. Oversees the monitoring and evaluation of the:
     1. Implementation of the planned program
     2. Quality of the program in operation
     3. Outcomes for students and staff
     4. Match between budget and expenditures
     5. Assessment of school environment (SI only)
   - B. Responds to the needs related to evaluation and recommendations by other school groups
   - C. Plans monitoring and evaluation activities
   - D. Assigns specific tasks for collecting, organizing and analyzing data
   - E. Makes recommendations, based on evaluation findings, for decision-making
   - F. Disseminates information to other committees/staff/groups

II. Committee Composition
   - A. A typical committee should have 8-12 members
     1. Principal
     2. Evaluation Coordinator or (secondary) Compensatory Education Coordinator or Counselor
     3. Grade level or department chairperson representatives (by grade, subject, or cluster)
     4. Aide/TA representative
     5. Parent representatives (SSC, SAC and BEC)
     6. Resource representative
     7. Student (Secondary)
     8. Research and Evaluation Branch staff member
   - B. Responsibility
     1. Each member represents a particular group, and therefore must bring information to the committee as well as provide information to the group he/she represents.
     2. Effective evaluation requires the support of all committee members as well as the various school groups.
     3. One person should be selected to have overall responsibility for coordinating evaluation activities. This could be the Evaluation Coordinator/Secondary Compensatory Education Coordinator or a counselor.
     4. Each member should be willing to participate actively on the committee.

III. Steps in Organizing and Implementing the Evaluation Committee in a School

A. Planning meeting among administrator, evaluation coordinator/Compensatory Coordinator or counselor and R and E staff member to discuss:
   1. Amount of support the principal will provide
   2. Role of the committee in the school
   3. Number and categories of people on the committee
   4. Principal's goal for committee

B. Concept of the Evaluation Committee introduced to staff and parent groups

C. Committee member selection - Use methods the school normally uses for peer selection

D. Initial committee meeting
   1. Research and Evaluation Branch staff member present
   2. Review the purpose of the committee
   3. Establish a time/task calendar (See suggested model on page 5.)
   4. Review roles/responsibilities of individual members

E. Successive (monthly) meetings
   1. Follow the time/task calendar
   2. Revise the time/task calendar as necessary
   3. Record committee activities

F. End-of-year evaluation of committee activities
   1. Committee self evaluation
   2. Staff and parent group evaluation
   3. Recommendations of next year's committee
      a. Areas to monitor and/or evaluate
      b. Changes in committee composition or operation
   4. Documentation of committee activities
   5. Prepare, present and disseminate evaluation findings to appropriate groups

G. End-of-year Evaluation Report (See page 30.)

EXAMPLE PAGE

EVALUATION COMMITTEE TIME TASK CALENDAR

	S	O	N	D	J	F	M	A	M	J	J	A
1. —Organize an evaluation committee	X	X										
2. —Review school plan for content and relevancy		X								X		
3. —Monitor and review information on pupil progress			X			X				X		
4. —Monitor program for degree of implementation of solution procedures		X								X		
5. —Monitor extent to which objectives are being met (interim and outcome)		X								X		
6. —Monitor selected program areas for quality		X								X		
7. —Interpret results of tests/surveys		X								X		
8. —Review state program review procedures and instruments with staff and parents		X				X						
9. —Provide input for rewriting/updating/modifying school plan							X			X		
10. —Make recommendations for modifying program as needed		X								X		
11. —Maintain records of evaluation committee activities to support end-of-year report		X								X		
12. —Prepare, present, and disseminate end-of-year evaluation report									X	X		
	S	O	N	D	J	F	M	A	M	J	J	A

STEPS IN ASSESSING THE QUALITY OF A PROGRAM IN OPERATION

THE EVALUATION COMMITTEE SHOULD:

1. List program factors that <u>should</u> contribute to pupil progress
2. Eliminate those factors over which the school has no control
3. Prioritize factors according to their importance
4. Decide the best way to investigate or evaluate the first priority. Define responsibility, time, and how data will be collected and analyzed. (Develop an evaluation plan.)
5. Implement the evaluation plan
6. Make recommendations based on the analysis of the data
7. Review priority list (Step 1), revise as necessary, and repeat steps 4, 5 and 6

DIRECTIONS FOR USING MONITORING PROGRAM IMPLEMENTATION FORM

Monitoring Program Implementation Form

Enter school name, evaluator, and component.

Column A

Enter the date the activity was monitored.

Column B

Enter the activity being monitored.

Column C

Enter the page number in the school plan where the activity is stated or described.

Columns D and E

Enter a check mark in the appropriate box. In column E, for "Other," specify the method used.

— Reference: Program Evaluator's Guide, The Evaluation Improvement Program, California State Department of Education, 1979, Second Edition.

School _____

Evaluator _____

Component _____

MONITORING PROGRAM IMPLEMENTATION FORM

(A)	(B)	(C)	(D)			(E)				
Date	Program Activities	Reference to School Plan	Is Activity Taking Place As Planned ?			Evidence Available				
	List Activities Being Monitored	Page Number(s)	Yes	No	Not Known	Observation	Records	Conference	*Other	None
1.			☐	☐	☐	☐	☐	☐	☐	☐
2.			☐	☐	☐	☐	☐	☐	☐	☐
3.			☐	☐	☐	☐	☐	☐	☐	☐
4.			☐	☐	☐	☐	☐	☐	☐	☐
5.			☐	☐	☐	☐	☐	☐	☐	☐
6.			☐	☐	☐	☐	☐	☐	☐	☐
7.			☐	☐	☐	☐	☐	☐	☐	☐

*Please specify.

School Fantastic

Evaluator I. C. All

Component Reading

MONITORING PROGRAM IMPLEMENTATION FORM

EXAMPLE PAGE

(A)	(B)	(C)	(D)			(E)				
Date	Program Activities	Reference to School Plan	Is Activity Taking Place As Planned ?			Evidence Available				
	List Activities Being Monitored	Page Number(s)	Yes	No	Not Known	Observation	Records	Conference	*Other	None
1. 10/1/81	Learning centers based on students' instructional needs and interests.	13	☑	☐	☐	☑	☑	☐	☐	☐
2. 10/1/81	Assist in the development of effective classroom aides through in-service.	14	☐	☑	☐	☑	☑	☐	☐ Surveys	☐
3.			☐	☐	☐	☐	☐	☐	☐	☐
4.			☐	☐	☐	☐	☐	☐	☐	☐
5.			☐	☐	☐	☐	☐	☐	☐	☐
6.			☐	☐	☐	☐	☐	☐	☐	☐
7.			☐	☐	☐	☐	☐	☐	☐	☐

*Please specify.

DIRECTIONS FOR USING THE CLASS PROGRESS FORM

CLASS PROGRESS FORM

Enter grade level program objective, subject, room number, teacher's name, grade level and school year.

COLUMN A

Enter the names of pupils in the class. (Pupils may be clustered so that subgroup progress can be scanned easily.) Examples of subgroups are LES, NES, FES, PER; Title I, non Title I; low achievers, high achievers, etc.

Add new pupils to the roster as they enroll. If the clustering of subgroup procedure is used, leave space between the groups for additional names.

COLUMN B

Enter the language status of each pupil. LES=Limited English Speaker, NES=Non-English Speaker, FES=Functional English Speaker, PES=Proficient English Speaker. Use BINL results for this information if possible.

COLUMN C

Enter pre and post standardized test scores from CTBS class or grade level rosters (or other test scores) in percentile rank or any other way deemed appropriate and meaningful for the school.

COLUMNS D-G

Enter the level (book, unit, step, etc.) the pupil completed as determined by the pupil's mastery of a cluster of skills in connection with the book, unit, step, etc. Mastery of skills is determined by procedures and criteria established by the school.

Enter the level each pupil completed by September and at each of the interim periods. Interim periods may be changed.

Total the completed levels for all pupils and enter the results in the sum cell for each interim. Determine the average placement for the class (each interim) by dividing the sum by the number of pupils with a completed level indicated for that interim.

COLUMN H

Determine total growth of each pupil by counting the number of levels completed (e.g., number of books, steps, etc.) as indicated in Columns D-G and enter in Column H.

COLUMN I

Enter the annual gain only, reporting total growth for just those pupils enrolled September through May (and which, therefore, can be said to have an annual gain).

Total the annual gain and record in the appropriate cell. Determine the average annual gain for the class by dividing the sum by the total number of pupils enrolled September through May and enter into the appropriate cell.

COLUMN J

Use this column as necessary to comment on individual pupil progress.

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OPTIONAL

CLASS PROGRESS FORM

Room #_____

Program Objective_____ Subject_____ Teacher_____

_____ Grade_____ Year_____

(A)	(B)	(C)		(D)	(E)	(F)	(G)	(H)	(I)	(J)
Pupils	Language PES, PES LES, NES	SD* Pre	SD* Post	Level Completed By Sept. _	Level Completed By Nov.__	Level Completed By Feb. __	Level Completed By May __	Total Growth	Annual** Gain Matched)	Analysis of Pupil Progress
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										

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(A)	(B)	(C)		(D)	(E)	(F)	(G)	(H)	(I)	(J)
Pupils	Language PES, PES LES, NES	SD* Pre	SD* Post	Level Completed By Sept.	Level Completed By Nov.	Level Completed By Feb.	Level Completed By May	Total Growth	Annual** Gain Matched	Analysis of Pupil Progress
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										
29.										
30.										
31.										
32.										
33.										
34.										
35.										
		Sum								
		Average Placement								

*SD = Standardized Data

**Annual Gain = number of levels pupils achieved Sept.-May

	Sum
	Average annual gain = sum of Sept.-May gain ÷ number of pupils enrolled Sept.-May

DIRECTIONS FOR USING THE GRADE LEVEL PROGRESS SUMMARY FORM
AND THE SCHOOL LEVEL PROGRESS SUMMARY FORM

GRADE LEVEL PROGRESS SUMMARY FORM

Information for this form is taken from Class Progress Form.

Enter Grade level, subject area and grade level program objective.

COLUMN A

List classes by teacher or room number.

COLUMNS B-F

Enter the average completed levels for each class at entry (Sept.) and at each interim as recorded on Class Progress Forms in columns D, E, F, G. Also enter average annual gain.

Total each column and enter this figure in the sum cell. Determine the average number of levels completed or the average annual gain by dividing the sum of each column by the number of classes.

Determine the average growth at each interim by subtracting the current average achievement level from the preceeding average achievement level.

NOTE: This form may also be used to summarize progress information for subgroups of pupils.

SCHOOL PROGRESS SUMMARY FORM

COLUMNS A-F

For every grade (using information recorded separately on each Grade Level Progress Summary Form) enter the average achievement level at entry (column A) and at each interim (B-D), plus the average annual gain (E) and the program objective (F).

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OPTIONAL

Grade Level ____ Progress Summary Form

Subject _____

Program Objective _____

(A) Class/Teacher	(B) Level Completed By Sept. __	(C) Level Completed By Nov. __	(D) Level Completed By Feb. __	(E) Level Completed By May ___	(F) Annual Gain (Matched)
Sum					
Average Achievement Level					
		Average Growth			

*Use information from Class Progress Form

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OPTIONAL

School Progress Summary Form

Subject _____

AVERAGE ACHIEVEMENT LEVEL

	(A)	(B)	(C)	(D)	(E)	(F)
Grade	Level Completed By Sept. __	Level Completed By Nov. ___	Level Completed By Feb. ___	Level Completed By May ___	Annual Gain (Matched)	Program Objective
K						
1						
2						
3						
4						
5						
6						

*Use information from Grade Level Progress Summary Form

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DIRECTIONS FOR USING
THE GRADE LEVEL FREQUENCY DISTRIBUTION CHART FORM
AND
THE SCHOOL FREQUENCY DISTRIBUTION CHART FORM

GRADE LEVEL FREQUENCY DISTRIBUTION CHART FORM

This form may be completed in September (pre) or at the end of the year (post).

Enter the subject and grade level.

List the classes by teacher and or room.

Count the number of pupils performing at each level, based on the information on the Class Progress Form. Enter this number in the appropriate cell.

NOTE: This form can be used as a tally sheet.

SCHOOL FREQUENCY DISTRIBUTION CHART FORM

This form is completed in the same way as the form above, except that the information is taken from the grade level total cells of each Grade Level Frequency Distribution Chart.

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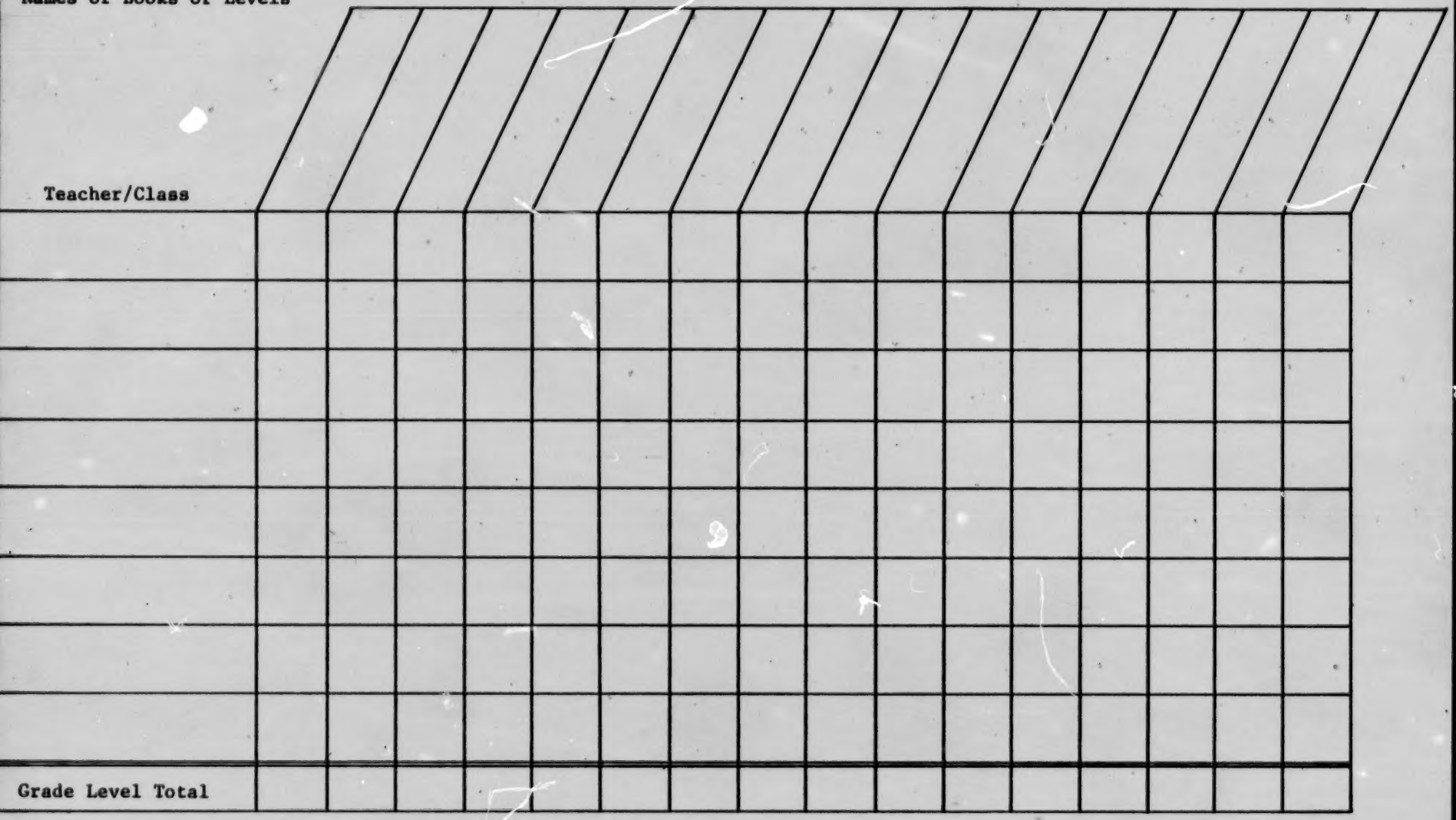
OPTIONAL

GRADE LEVEL FREQUENCY DISTRIBUTION CHART*

Subject _____

Grade Level _____

Pre (Sept.) ____
Post (May) ____



*Use Information from Class Pupil Progress Form

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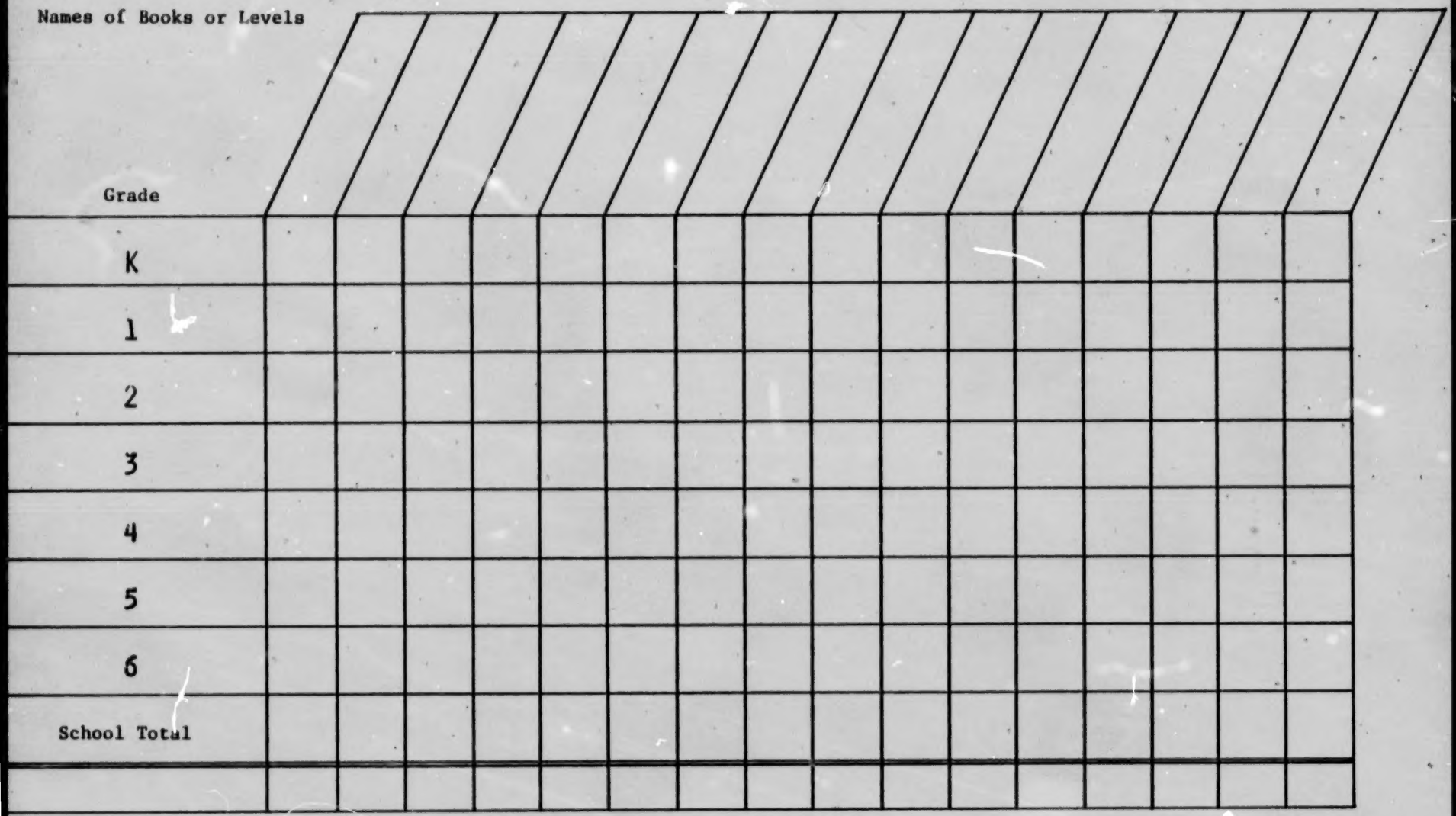
SCHOOL FREQUENCY DISTRIBUTION CHART*

Subject _____

Pre (Sept.) ____
Post (May) ____



*Use Information from Grade Level Frequency Distribution Chart Form

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MANAGEMENT REVIEW RECORD OF PROGRAM OUTCOMES

The Program Management Review Record can be used to monitor the program outcomes during the course of the program as well as at the end of the program. Changes may be made to correct a possibly serious deficiency or a not-so-critical but nevertheless important omission in time to make an impact on the final outcome.

DIRECTIONS FOR USING THE MANAGEMENT REVIEW RECORD

Enter the name of the school and reviewer.

Column A: Enter the date of the review.

Column B: State the component or area of the objective.

Column C: Write the objective as stated in the school plan.

Column D: Give the page number in the school plan where the stated objective may be found.

Column E: A projection. As of the review date, do you predict that the objective will be fully completed within the time stated? Place a check in the column below "Yes" or "No."

If the projection is "No," continue to Column F.

Column F: What is the reason for the deficiency? Why will the objective not be realized within the stated time?

Column G: Suggested action to correct deficiencies. A number of course corrections, however slight, at this time, may influence the outcome in the desired direction.

Column G1: Person responsible. (It helps when one individual assumes responsibility for movement toward a desired outcome.)

Column G2: Action to be taken. List the possible course corrections agreed upon to effect movement toward the desired outcome.

Column G3: By what date? Setting a date facilitates the completion of the task undertaken.

See example page.

Adapted from: Program Evaluation Guide, The Evaluation Improvement Program, California State Department of Education, 1979, Second Edition.

MANAGEMENT REVIEW RECORD
OF PROGRAM OUTCOMES

School _____

Reviewer _____

A Review Date	B Component/ Area	C Stated Objectives	D Reference to School Plan (Page Nos.)	E Will be Completed in Time Stated? Yes No	F Reason for Deficiency (if not completeable)	G Suggested Action to Correct Deficiencies 1) Person(s) responsible	 2) Action to be taken	 3) By what date

MANAGEMENT REVIEW RECORD
OF PROGRAM OUTCOMES

EXAMPLE PAGE

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Reviewer A. Super Reviewer

A Review Date	B Component/ Area	C Stated Objectives	D Reference to School Plan (Page Nos.)	E Will be Completed in Time Stated? Yes	E No	F Reason for Deficiency (if not completeable)	G Suggested Action to Correct Deficiencies 1) Person(s) responsible	G 2) Action to be taken	G 3) By what date
1/18/81	Parent Involvement	By May 1981, at least 40 parents of participating pupils will have provided volunteer help in the classroom, as shown on records kept in the office.	20	✓					
1/18/81	Staff Development	By May 1981, staff and volunteers will, on the average, indicate an increase in skills and knowledge on at least 60% of the identified needs covered in S.D. as measured by a pre-post questionnaire.	88		✓	Other priorities intervened Insufficient time	S.D. Committee	Reevaluation of S.D. priorities Setting aside blocks of time	2/1/81

DIRECTIONS FOR ASSESSING THE MATCH BETWEEN BUDGET EXPENDITURES AND THE SCHOOL PLAN

I. Background

"Each school with School Improvement, Title I/SCE, or Preschool funding must plan evaluation procedures [that]. . . include an assessment of the match between expenditure and the planned program budget."*

In order to do this, ". . . a school might choose to examine several areas. Among these areas might be the percentage of funds allocated for personnel, the percentage for capital outlay expenditures, the amount of carryover funds, the frequency of transfers amoung budget categories, or the adequacy of internal control procedures."**

II. Questions to consider:

A. Personnel
   1. What percent of the total budget was allocated to personnel?
   2. Were the number and types of persons budgeted consistent with District guidelines? (See memo from J. Leon, "Staffing Guidelines for Special Programs," April 9, 1980 on next page.)
   3. Are the duties/activities of such personnel described in the school plan?
   4. Are the activities of personnel effective in helping the school meet its program goals?

B. Capital Outlay
   1. What percent of the budget was spent on this category?
   2. Were expenditures justified in terms of the needs expressed in the plan?
   3. Was the use of items purchased described in the plan?

C. Carryover Funds (School Improvement only)
   1. Does the amount of carryover money indicate the budget planning was effectively done?
   2. If not, how might allocated funds have been spent to support the program effectively?

D. Frequency of Budget Transfers
   1. Of the budget transfers made this year, how many were responses to modifications in the plan? Could the others have been avoided by more careful planning during the budget preparation?
   2. Were the transfers made justified by the content (original or modified) of the plan?

E. Adequacy of Internal Control Procedures
   1. Is responsibility for fiscal management clearly defined?
   2. Are budget books/ledgers kept current?
   3. Are expenditures consistent with priorities outlined in the plan?
   4. Are all available funds being expended on schedule?

*California State Department of Education, School Program Development Manual, 1980-81, pp. 16-17.

**California State Department of Education, Addendum to Chapter II of the Handbook for the Evaluation of Multifunded Programs: 2nd revised edition, p. 5.

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

Date April 9, 1980

TO: Principals, Schools with Special Funding

FROM: John Leon, Associate Superintendent

SUBJECT: STAFFING GUIDELINES FOR SPECIAL PROGRAMS
(COMPENSATORY AND BILINGUAL EDUCATION, SCHOOL-WIDE PROJECTS, SCHOOL IMPROVEMENT AND DISTRICT INTEGRATION FUNDING)

Background

Board Members have expressed concern regarding the numbers of non-teaching certificate positions budgeted with categorical funds. District-wide procedures are being implemented to reduce the number of credentialed personnel "out of the classroom" or "not working with students on a regularly-assigned basis."

Purpose

These guidelines are issued in order to limit the number of certificated personnel who are not engaged in teaching students on a regular daily basis. The staffing limits take into consideration an adequate level of technical assistance to plan, implement, monitor and evaluate programs within the consolidated school-level plan.

Staffing Guidelines

At each school, teachers, parents, administrators and secondary students shall make a thorough needs assessment and mutually agree on how the funds are to be budgeted to meet defined student needs. This needs assessment should include an analysis of all the variables which impact a school; i.e., location, number of special projects, students' special needs, school facilities available, etc.

The positions of Assignment, Non-Classroom and Teacher, Coordinating (those positions engaged in teaching less than half-time each day) will be allowed to budget based upon the following table:

Numbers of Program Participants*	Maximum Number of Above Positions
1 to 499	1
500 to 999	2
1,000 to 1,499	3
1,500 and above	4

*Choose the funding source with the largest number of Program Participants.

Note: The above formula may be re-evaluated with regards to secondary schools in the event that the number of Urban Impact positions are changed.

cc: H. Handler
W. Jordan
J.P. Linscomb
Area Superintendents
Area Directors of Instruction
Comp. Ed. Field Coordinators
Shizuko Akasaki
Pauline Hopper
Robert Rangel
C.R. Caldwell

FORM 24-AZH-3 STK NO. 912900 Rev. 4-78

ASSESSING SCHOOL ENVIRONMENT

I. Background:

School environment refers to the physical and emotional climate in which learning takes place. Factors contributing to the emotional climate include student motivation and initiative, standards and expectations for achievement and behavior, freedom for self-expression, and an atmosphere of respect for self and others among students and staff. The physical environment of the classrooms and school include such factors as grouping, orderliness, cleanliness, and attractiveness of the physical plant and grounds.*

All schools receiving a Program Quality Review are assessed as to the quality of the school environment, regardless of funding. Schools receiving School Improvement funding must also assess school environment as a part of their yearly evaluation.**

II. Directions for using the School Environment Profile Form

A. Distribute the survey forms to a variety of constituencies:
   1. Administrators
   2. Coordinator/Resource staff
   3. Teachers
   4. Aides/TAs
   5. Parents/Volunteers
   6. Students (Secondary only)
   7. Other (specify)

B. If you need data for <u>plan writing</u>:
   1. Tabulate data for both columns (A & B).
   2. Use WHAT IS (Column A) for "Existing Conditions".
   3. Use WHAT SHOULD BE (Column B) for "Desired Condition".
   4. Compute the difference between Columns A & B (B-A) for "Discrepancy".
   5. Write program objectives and activities based on data.

C. If you need data for <u>evaluating</u> school environment <u>only</u>:
   1. Tabulate data for Column A only.
   2. Use as end-of-the-year evaluation of the environment of the school. Make decisions for change (or no change) based on data.
   3. Use same data as pre-assessment of environment for the following year.

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* California State Department of Education, <u>Handbook for Assessing an Elementary School Program</u>, p. III-16.

** California State Department of Education, <u>School Program Development Manual, 1980-81</u>, p. 17.

School name _____

Category: Mark one (X)

Administrator ____
Coordinator/Resource ____
Teacher ____
Aide/TA ____
Parent/Volunteer ____
Student (Sec. only) ____
Other: please specify
_____

SCHOOL ENVIRONMENT PROFILE

The answers to these statements will be used to estimate the way your school is viewed by the staff and students. There are no right or wrong answers. Just answer each statement according to the way you feel about it. Do not put your name on this survey.

DIRECTIONS:

1. Read each statement.
2. Respond to each statement twice; once to indicate "what is," and once to indicate "what should be."
3. Mark the items by placing an X on the line above the number corresponding to your answer choice.

EXAMPLE:	WHAT IS (A)				WHAT SHOULD BE (B)			
	Almost Never	Occasionally	Frequently	Almost always	Almost Never	Occasionally	Frequently	Almost always
The school is an enjoyable place to be.	___	___	X	___	___	___	___	X
	1	2	3	4	1	2	3	4

4. Return your completed survey to: _____

Thank you for your participation.

Adapted from: Californic State Department of Education, Measuring and Evaluating Affective Growth in School Programs

SCHOOL ENVIRONMENT PROFILE

SUBCATEGORY	PART A: GENERAL CLIMATE FACTORS	WHAT IS				WHAT SHOULD BE			
		Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
		1	2	3	4	1	2	3	4
RESPECT/TRUST	1. Students are treated with respect by teachers.	—	—	—	—	—	—	—	—
	2. Students can count on teachers to listen to their side of the story and to be fair.	—	—	—	—	—	—	—	—
MORALE	3. Students feel enthusiastic about learning in this school and enjoy coming to school.	—	—	—	—	—	—	—	—
INPUT	4. I feel that my ideas will be listened to in this school.	—	—	—	—	—	—	—	—
	5. Parents are considered by this school as important contributors.	—	—	—	—	—	—	—	—
SCHOOL RENEWAL	6. Changes in educational programs are based upon the particular needs of this community and school.	—	—	—	—	—	—	—	—
CARING	7. There are persons in this school upon whom I can rely.	—	—	—	—	—	—	—	—
	8. The staff really cares about students.	—	—	—	—	—	—	—	—
	PART B: PROGRAM DETERMINANTS								
OPPORTUNITY FOR LEARNING	9. Each student's special abilities (intellectual, artistic, social or physical) are challenged.	—	—	—	—	—	—	—	—
INDIVIDUAL PERFORMANCE EXPECTATIONS	10. Students know the basis for the evaluation of their classroom work.	—	—	—	—	—	—	—	—
	11. Performance expectations are tailored to the individual student.	—	—	—	—	—	—	—	—
	12. Teachers use a wide range of teaching materials and media.	—	—	—	—	—	—	—	—

		WHAT IS				WHAT SHOULD BE			
		Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
		1	2	3	4	1	2	3	4
VARIED LEARNING ENVIRONMENT	13. Students have opportunity for learning in individual, small group, and classroom groups.								
	14. A student with special problems gets help.								
FLEXIBLE CURRICULUM	15. Students are given alternative ways of meeting curriculum requirements.								
	16. High school extracurricular activities and/or elementary enrichment activities appeal to all types of students.								
SUPPORT TO LEARNER	17. The school's program encourages students to develop self-discipline and initiative."								
	18. Students can get close supervision without feeling "put down."								
	19. Staff enforces the rules fairly.								
VARIED REWARD SYSTEMS	20. The staff lets students know when they have done something particularly well.								
	21. Staff members are recognized when they do something well.								
	PART C: PROCESS DETERMINANTS								
PROBLEM SOLVING ABILITY	22. If I have a school-related problem, I feel there are channels open to me to get the problem worked on.								
EFFECTIVE COMMUNICATION	23. Teachers are available to students who want help.								
	24. Parents can get specific information about their child.								
	25. Staff members and parents freely discuss problems and ideas with one another.								
INVOLVEMENT IN DECISION MAKING	26. Teachers are involved in deciding priorities in their programs.								

		WHAT IS				WHAT SHOULD BE			
		Almost Never	Occasionally	Frequently	Almost Always	Almost Never	Occasionally	Frequently	Almost Always
		1	2	3	4	1	2	3	4
	PART D: MATERIAL DETERMINANTS								
ADEQUATE RESOURCES	27. There are sufficient staff in this school to meet the needs of its students.	—	—	—	—	—	—	—	—
	28. The instructional materials are adequate for our school program.	—	—	—	—	—	—	—	—
	29. Teachers and students are able to get the instructional materials they need at the time they are needed.	—	—	—	—	—	—	—	—
SCHOOL PLANT	30. It is pleasant to be on this campus, it is kept attractive and in good repair.	—	—	—	—	—	—	—	—
	31. The school has adequate space facilities for the program it has planned.	—	—	—	—	—	—	—	—

DIRECTIONS FOR END-OF-YEAR EVALUATION REPORT - FORM (SUGGESTED)

Schools with programs funded through the Consolidated Application must develop a method of reporting evaluation information about their program to parents, staff, students (in secondary schools), and to the district.* The following suggested outline and format may be used by the committee in fulfilling this mandate. The outline is based on the areas indicated in the mandates and may serve as a basic guide for the kinds of data the committee will wish to collect during the year. The format is simple enough to make it appropriate for dissemination to the various audiences. It may also be adapted to fit individual school requirements.

I. Program Description

A. Describe the number of pupils, grade levels in school, and school staff.

B. Describe significant activities or materials used in the program, if any.

C. Identify unique or new aspects of the program, if any.

II. Program Accomplishments

A. Describe unanticipated outcomes and/or side effects that have been observed, if any.

B. Describe changes observed, such as score or performance gains, changes in attitudes, behaviors and environment, if any.

C. Describe the degree to which the planned budget matched your actual expenditures such as the frequency of transfers among budget categories, or the amount of carryover funds (SI only).

III. Program Evaluation Conclusions

A. Summarize the general program effectiveness.

B. Present recommendations, if any, for different approaches in those instances in which the objectives were not met.

*California State Department of Education, Addendum to Chapter III of the Handbook for the Evaluation of Multifunded Programs: 2nd revised edition, pp. 8-9.

*California State Department of Education, School Program Development Manual, 1980-81, p. 31.

_____ School End-of-Year Report of Program Accomplishments
19__ - ____ School Year

PROGRAM DESCRIPTION

A. Pupils, grade levels and staffing

- Grade levels served _____
- Number of pupils _____
- Number of classrooms _____
- Number of classroom teachers _____
- Number of aides/TA's _____
- Number of non-classroom support staff (specify) _____

B. Significant activities and materials, if any

C. Unique or new program aspects, if any

PROGRAM ACCOMPLISHMENTS

A. Unanticipated outcomes, if any

B. Changes observed, if any

C. Degree of match between planned budget and actual expenditures

PROGRAM EVALUATION CONCLUSIONS

A. Summary of general program effectiveness

B. Recommendations for different approaches for objectives not met, if any

ATTAINMENT OF OBJECTIVES

*Rating Scale
1 = No attainment
2 = Limited attainment
3 = Substantial attainment
4 = Complete attainment

School _____

Reviewer _____

Component/ Area	Page in School Plan	Population	Objective	Level of Attainment	Objective Rating*	Reason(s) for nonattainment (Ratings 1,2,3)	Recommendations for objective revision, if applicable

ATTAINMENT OF OBJECTIVES

EXAMPLE PAGE

*Rating Scale
1 = No attainment
2 = Limited attainment
3 = Substantial attainment
4 = Complete attainment

School Fantastic

Reviewer Weir M. Proven

Component/ Area	Page in School Plan	Population	Objective	Level of Attainment	Objective Rating*	Reason(s) for nonattainment (Ratings 1,2,3)	Recommendations for objective revision, if applicable
Reading	15	K	80%	70%	3	Introduced new program; materials arrived late	No change
Reading	15	1-3	2 level average	2 level average	4	Systematic program	Increase to 2.5 level average

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Handbook for Assessing a Secondary School Program, 1978

Measuring and Evaluating Affective Growth in School Programs, 1980

Program Evaluator's Guide, The Evaluation Improvement Program, 1979, Second Edition

School Program Development Manual for Schools Funded Through the Consolidated Application, 1980-81

School Program Compliance Review Screening Instrument, 1979-80

Office of the Los Angeles County Superintendent of Schools, Division of Program Evaluation, Research and Pupil Services, Downey, California

Educational Program Evaluation Assistance Handbook, Revised January 1976

PROGRAM RELATED EVALUATION

STAFF DEVELOPMENT PACKAGE

Basic Script

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Los Angeles Unified School District
Research and Evaluation Branch
Emerson Manor Office
July 1980

TM 810 660 (2 of 2)

STAFF DEVELOPMENT SESSION
PROGRAM RELATED EVALUATION

Materials/Notes	Content
	I. Introduction A. Warm-up 1. Introduction of leaders and participants B. Rationale for Session 1. In a memo to our District, the State Dept. of Educ. described the procedures for Ongoing Planning found in our school plans as "inadequate." The plan-reading process within the District this spring confirmed that this was a continuing need. 2. Last year in our inservice sessions, we introduced a. A process for on-going planning and evaluation. b. A process by which pupil progress can be assessed in the local school instructional program. c. The concept of an Evaluation Committee as a means through which the on-going planning and evaluation process could take place. 3. Some schools were not able to implement the process this past school year for various reasons, but in other schools, we have had the opportunity to observe and participate in the implementation of the procedures recommended in our in-service sessions of last summer and fall. 4. This meeting is an attempt to share with you some refinements in, and additions to the process based on this past year's experience, and an attempt to answer the concerns of the state. II. (TRANSITION STATEMENT) Before launching into an inservice on evaluation, we probably need to lay to rest the inevitable question of "Why evaluate at all?" Naturally we are eager to answer that question, and our answer will take two directions: First, we evaluate because we must (we are under legislative mandate to evaluate) A. Legislative Mandates 1. The 1980-81 School Program Development Manual (p.16) states that:

Materials/Notes	Content
Transparency 1	a. "Each school with SI, Title I/SCE funding must plan evaluation procedures to be used in judging the effectiveness of the program and in the modification of the program." b. Simply put, each school must address the following: 1) Implementation of the planned program - 2) Quality of the program in operation - 3) Outcomes of the program for students/staff - 4) Match between planned budget and actual expenditures - 5) SI only, Assessment of the school environment c. There must be opportunities for the involvement of parents, community representatives, classroom teachers, other school personnel, and students (secondary schools only) in the evaluation of the planned program. d. These evaluation requirements are restated on page 1 in your manual as well as the evaluation compliance issues on page 2.
Transparency 2	B. Second, and more important we evaluate because of the real benefits derived from the process. 1. Improvement of the instructional program 2. Provide information about the progress of individual children which will help the teacher tailor learning experiences to meet individual needs. 3. Identify children, teachers and grade levels who need the services of the resource staff. 4. Provide direction for staff development to meet program needs. 5. Provide direction/information for principals in their role as: a. Supervisor of instruction b. Program Manager responsible for allocation of resources - time, budget, personnel c. Interpretor of school program to staff and community

Materials/Notes	Content
	III. Having stated our thesis that evaluation is not only required but in your best interests, we hope to demonstrate to you how it can be accomplished so as to maximize benefit and minimize effort. A. Evaluation Committee - 1. Function - a. Oversee the monitoring and evaluation of 1) Implementation of the planned program 2) Quality of the program in operation 3) Outcomes for students and staff 4) Match between planned budget and actual expenditures 5) Assessment of school environment (SI only) b. Respond to the needs/recommendations of other groups c. Plan monitoring and evaluation activities d. Assign specific tasks in collecting, organizing and analyzing data e. Make recommendations for decision-making based on evaluation findings f. Disseminates information to other committees/staff/groups 2. Composition of committee a. Someone in the school must be given the overall responsibility for evaluation, but an effective evaluation requires the kind of broad-based support that typically comes with responsibility shared by various groups in the school. b. While the use of a committee organization is <u>not</u> mandated, we feel that it is the most efficient way to organize for effective evaluation. Remember you are required to provide opportunities for parents, community person, classroom teachers, other school personnel and students in the evaluation of the school's program. So therefore we recommend that a typical committee could be composed of: 1) Principal 2) Evaluation Coordinator/Compensatory Education Coordinator or Counselor (Secondary)

Materials/Notes	Content
	3) Grade level or department chairperson representatives (by grade, subject, or cluster) 4) Aide/TA representative 5) Parent representatives (SSC, SAC and BEC) 6) Resource representative 7) Student (Secondary) 8) Research and Evaluation staff member
Transparencies 3 and 4	IV. Program Evaluation includes the following areas: Monitoring the Implementation of Planned Program, Monitoring Pupil Progress, Assessing Program Quality, Assessing Student Outcomes, Assessing Environment and Assessing the Match Between Your School Budget and Planned Expenditures. Today we'll concentrate on monitoring pupil progress and will just briefly mention some of the other areas. A. Monitoring the Implementation is checking to see if you are doing what you said you would do according to the timeline. The emphasis is on the program activities. (Solution procedures) 1. Monitor all components 2. Report the information to the Evaluation Committee 3. Make decisions based on the information (the decision may be to do nothing) 4. To assist you, we have developed Program Implementation Form which may be found on pg. 7-9. 5. Discuss Form (see directions/sample pg. 9) B. Monitoring Pupil Progress 1. Monitoring pupil progress in the instructional components at regular intervals during the year is an important step to assessing quality. And it is <u>this information</u> along with the implementation information that will provide the direction for quality assessment. 2. This process for monitoring pupil progress in your instructional program will provide on-going information on pupil achievement.

Materials/Notes	Content
Transparency 5	3. Rationale for process: Your instructional program is the only factor under your control by which pupil achievement can be improved. Instructional program data is the most practical and useful source of data that can be obtained and used for this purpose throughout the year. 4. Most of you have such information in some form in your schools. We are going to share with you a method of collecting and organizing the information that you have so that it may be interpreted in terms of individual pupils, classrooms, grade levels, and total school. 5. Introduce Individual Pupil Progress Form a. (Conversion Tables): In order to successfully monitor pupil progress, you must thoroughly familiarize yourself with your own programs. For example, in Reading, you must understand the scope and sequence, and the mechanics (assessment) for moving students through the program. 1) Take out the working packet and find the conversion table for the Macmillan R series, which we are using for the purpose of explanation today. Conversion tables for the major reading series are available from your evaluator. 2) This table is based on criteria for pupil progress as established by the publisher. 3) Notice the following things: (a) The first column represents the grade levels, from K through 6. (b) The second column indicates the level # and title of each book in the series. Notice how the # of books varies from one grade to another. (c) The third column indicates that when a pupil has completed all of level 1, Read It Yourself I, he has mastered 33% of the kgn. program, as indicated in the 4th column.

Materials/Notes	Content
	(d) In the fourth column, the numbers indicate two things: the whole # indicates the grade level in the series; the decimal indicates the portion (percent) of that year's program completed. (Ex. the completion of Secret Spaces equals the completion of 25% of the 3rd grade program.) 4) Movement through the program means mastering all of the skills for a particular unit, magazine, collective, etc. to a predetermined level of mastery usually set by the publisher. 5) Usually the skills are identified for each instructional unit (collective, etc.) on a profile or record card. (Ex. on next page of your packet.) Level 7: When a child has completed level 7, he should have mastered these skills to a certain level, which is usually 80% on a skills assessment test which would also pinpoint areas for additional instruction.
Transparency 6	6. (Indiv. Pupil Prog. Form) How do you organize the collected information? a. Here are sample data of 2 children in a class which we're going to enter on a class progress form.
Transparency 7	b. Leader charts in data with audience participation for first student for entry level only. c. Audience charts in other students 1) Where is each student in the program? (use conversion table) d. Compute entry level average placement for the students used in the example. e. Fill in data for first student through column G. f. Fill in data for second student through column F. g. Complete total growth (col. 4) for student #1 and #2. h. The annual gain column is used only for those students who have been in the reading program for the entire year. i. Compute col. H for student #1 only.

Materials/Notes	Content
Transparency 8	j. Col. J is used by the teacher to make comments about pupil progress. k. Show examples of completed form. 1) Look at objective. There are 3 interim periods.. At each interval the class should progress approximately 30% or 1/3 of whatever your school objective is. 2) Look at placement level upon entry. 3) Look at the amount of growth at each interim period. 4) End of year grade level placement. 5) Amount of growth. l. Benefits derived. 1) At this point and time, you are only looking at individual pupils. 2) Coordinators may also utilize the form to determine additional resources or activities to assist teachers to meet the needs of individual children 3) Show where this class would be at the end of 6th grade if the rate of progress remains the same.
Transparency 9	7. (Grade Level Progress Summary Form) Once we have completed the Individual Class Forms at an interval, we are ready to summarize the information by grade level. a. Demonstrate—use information from sample. b. Caution—for purpose of reporting to the total staff, the identity of the teacher should be omitted. c. Benefits 1) Can identify at a glance classrooms that are deviating from the typical pattern of growth for your school in either direction. 2) Can look at a total grade level to determine if it is making progress at the rate to allow the grade level to meet their objective.
Transparency 10	8. (School Progress Summary Form) Summarize data for all grade levels. a. Demonstrate b. Benefits 1) Can use data for school level plan. 2) Can see at a glance those grade levels meeting their objectives.

Materials/Notes	Content
	3) Can identify grade levels where children's progress slows down so that you may investigate the curriculum and instructional techniques at that level
Transparency 11	9. Grade Frequency Distribution Chart a. Discuss prepared data quickly. b. Benefits 1) Can see the number of pupils at each level 2) Has implications for organization of labs, ordering of materials, organization of classrooms.
	C. (TRANSITION STATEMENT) Assessing the Quality of the Program in Operation 1. Thus far, we have discussed the process for monitoring implementation of program activities and the process for monitoring pupil progress. Based on these two types of monitoring information, your committee will be ready to select one or more areas for quality assessment. a. Should not assess all components for quality at once.
Transparency 12	2. Mini-Group Activities—Task 1. a. List the factors that you feel should have the greatest impact on pupil achievement. b. Identify and delete those factors over which the school has little or no control to effect change. c. Prioritize the remaining factors. d. Describe the ways in which you could investigate or evaluate your priority #1. e. Group reports back. f. Leader identifies commonalities among the groups and summarizes.
Transparency 13	3. Mini Group Activity #2 a. Assume that the Evaluation Committee has investigated the activity and these are the results: 1) The purpose of the directed lessons are not clearly apparent 2) Children are not spending sufficient time on task 3) Children are asked to perform skills without adequate directed instruction 4) Disproportionate amount of time spent on pencil-paper tasks vs. student-teacher interaction.

Materials/Notes	Content
	b. The Evaluation Committee has done the job, now... WHAT SUPERVISION OF INSTRUCTION TECHNIQUES OR STRATEGIES CAN YOU EMPLOY TO IMPROVE THE QUALITY OF THE INSTRUCTIONAL PROGRAM? c. Group reports back. d. Leader identifies commonalities among the groups and summarizes. D. Assessing Student/Staff Outcomes (Measuring Your Objectives) 1. Remember this morning we stated that schools must address a. Implementation of the planned program b. Quality of the program in operation, now... c. Outcomes of the program for students/staff 2. Assessing student/staff outcomes simply means determining the extent to which program objectives are attained at the end of the year. During the year, you should monitor at regular intervals to determine the extent to which you are moving toward meeting the objectives. An example of this is what we did with the pupil progress data.
Transparency 14	3. In your manual on page 21 & 22, a form entitled "Management Review Record of Program Outcome" has been provided to monitor program objectives throughout the year. 4. Discuss forms a. Utilize information discussed during Pupil Progress Forms to write in sample data. 5. Benefits a. Permits you to identify and correct deficiencies before the end of the school year, so that you can meet the objective. E. Assessing the match between the planned budget and actual expenditures. 1. The State recommends that the school consider certain areas in assessing the match between the planned budget and actual expenditures. 2. These areas are: a. Personnel b. Capital outlay c. Carryover funds (SI only) d. Frequency of budget transfers e. Adequacy of internal control procedures.

Materials/Notes	Content
	3. Budgets and budget processes are so individualized from school to school, that we are recommending that you refer to the questions listed on p. 23 and use those appropriate for your program. F. Assessing the School Environment is an evaluation mandate for SI only. 1. However, it is an item that is assessed for quality during State Reviews regardless of funding. 2. We have included in your manual, p. 25-29 a School Environment Profile which you may use or adapt to meet your school needs. 3. Briefly discuss form. a. Use for plan writing (needs assessment). b. Use in end-of-year evaluation of environment. V. Formal vs. Informal Processes A. To this point, we have been discussing a rather formal approach to the evaluation process, however, there is no mandate that requires any one of these forms we have discussed or any one process. B. If you choose to use more informal ways to evaluate your school program, you should 1. Document activities. 2. Ensure that staff and parents are familiar with and can articulate the evaluation process to a State Review Team. VI. Restraints affecting implementation and effectiveness of the Committee A. Non-participation B. Teacher Opposition C. Logistics for Meetings D. Teacher fear that results might be used against them
Transparency 15	VII. Implementing Evaluation Committees in Schools A. Planning meeting with administrator and R & E rep. to discuss: 1. How much support will principal give? 2. What will the role of the committee be in the school? 3. Number and categories of people on committee? 4. Principal's goals for committee.

Materials/Notes	Content
Transparency 16	B. Introduce concept of Evaluation Committee to faculty and and parent advisory groups. C. Selection of Committee Members 1. Refer to Ongoing Planning Guide on Committee selection. D. Initial Committee Meeting 1. R & E person present 2. Review purpose 3. Establish time/task calendar 4. Review roles/responsibilities of individual members E. Successive (monthly) meetings—Discuss Form, p. 5. 1. Follow time/task calendar 2. Revise time/task calendar as necessary F. End of year evaluation by committee should include 1. Self evaluation by committee 2. Staff evaluation of committee work 3. Recommendations for next year's committee 4. Ways of documenting committee activities VIII. Conclusion

PROGRAM RELATED EVALUATION

STAFF DEVELOPMENT PACKAGE

Transparency Masters

Los Angeles Unified School District
Research and Evaluation Branch
Emerson Manor Office
July 1980

LEGISLATIVE EVALUATION MANDATES

EACH SCHOOL MUST EVALUATE:

- IMPLEMENTATION OF THE PLANNED PROGRAM
- QUALITY OF THE PROGRAM IN OPERATION
- OUTCOMES OF THE PROGRAM FOR STUDENTS/STAFF
- MATCH BETWEEN THE PLANNED BUDGET AND EXPENDITURES
- SCHOOL IMPROVEMENT ONLY - ASSESSMENT OF THE SCHOOL ENVIRONMENT

INVOLVEMENT - PARENTS
COMMUNITY PERSONS
CLASSROOM TEACHERS
OTHER SCHOOL PERSONNEL
STUDENTS (SECONDARY)

EVALUATION BENEFITS

- PROVIDE STUDENT PROGRESS INFORMATION
- IDENTIFY STRENGTHS AND WEAKNESSES OF THE INSTRUCTIONAL PROGRAM
- PINPOINT CHILDREN, TEACHERS, AND GRADE LEVELS NEEDING ADDITIONAL SERVICES AND RESOURCES
- PROVIDE DIRECTION FOR STAFF DEVELOPMENT
- PROVIDE INFORMATION WHICH WILL ASSIST PRINCIPALS AS
  - SUPERVISORS OF INSTRUCTION
  - PROGRAM MANAGERS (ALLOCATION OF RESOURCES)
  - INTERPRETERS OF SCHOOL'S PROGRAM

*** IMPROVEMENT OF THE INSTRUCTIONAL PROGRAM ***

School _____

Evaluator _____

Component _____

MONITORING PROGRAM IMPLEMENTATION FORM

(A)	(B)	(C)	(D)			(E)				
Date	Program Activities	Reference to School Plan	Is Activity Taking Place As Planned ?			Evidence Available				
	List Activities Being Monitored	Page Number(s)	Yes	No	Not Known	Observation	Records	Conference	*Other	None
1.			☐	☐	☐	☐	☐	☐	☐	☐
2.			☐	☐	☐	☐	☐	☐	☐	☐
3.			☐	☐	☐	☐	☐	☐	☐	☐
4.			☐	☐	☐	☐	☐	☐	☐	☐
5.			☐	☐	☐	☐	☐	☐	☐	☐
6.			☐	☐	☐	☐	☐	☐	☐	☐
7.			☐	☐	☐	☐	☐	☐	☐	☐

*Please specify.

MONITORING PROGRAM IMPLEMENTATION FORM

EXAMPLE PAGE

School Fantastic
Evaluator I. C. All
Component Reading

(A)	(B)	(C)	(D)			(E)				
Date	Program Activities	Reference to School Plan	Is Activity Taking Place As Planned ?			.. Evidence Available				
	List Activities Being Monitored	Page Number(s)	Yes	No	Not Known	Observation	Records	Conference	*Other	None
1. 10/1/81	Learning centers based on students' instructional needs and interests.	13	☑	☐	☐	☑	☑	☐	☐	☐
2. 10/1/81	Assist in the development of effective classroom aides through in-service.	14	☐	☑	☐	☑	☑	☐	☑ Surveys	☐
3.			☐	☐	☐	☐	☐	☐	☐	☐
4.			☐	☐	☐	☐	☐	☐	☐	☐
5.			☐	☐	☐	☐	☐	☐	☐	☐
6.			☐	☐	☐	☐	☐	☐	☐	☐
7.			☐	☐	☐	☐	☐	☐	☐	☐

*Please specify.

MacMillan R Reading Series

Grade	Level & Title		Units Completed	Percent of Progress
	1	Read It Yourself I	all	.33
	2	Read It Yourself II	all	.66
	3	Read It Yourself III	all	1.00
1	4	Who Can?	all	1.14
	5	Lost and Found	all	1.28
	6	Hats and Bears	all	1.42
	7	Amigos	all	1.56
	8	Ups and Downs	all	1.70
	9	Colors	all	1.84
	10	Being Me	all	2.00
2	11	Believe It!	all	2.25
	12	Feelings	all	2.50
	13	Stand Tall	all	2.75
	14	A Second Look	all	3.00
	15	Secret Spaces	all	3.25
	16	Good News	all	3.50
	17	Beginnings	all	3.75
	18	Endings	all	4.00
4	19	Growing	all	4.16
	20	Past Times	all	4.32
	21	Messages	all	4.48
	22	Cycles	all	4.64
	23	Impressions	all	4.80
	24	A Visit With Rosalind	all	5.00
5	25	Moments	all	5.16
	26	Birds and Beasts	all	5.32
	27	Signals	all	5.48
	28	Wonders	all	5.64
	29	Outlets	all	5.80
	30	The Moonball	all	6.00

GRADE 2

MACMILLAN READING PROGRAM
CLASS ROSTER - READING PLACEMENT

READING LEVELS*

NAME	SEPT.	NOV.	FEB.	MAY
B. BROWN	9 1.84	9 1.84	10 2.00	11 2.25
H. HART	4	5	6	7

*LEVELS COMPLETED

Unit Objective_____ Subject_____ Teacher_____

Grade_____ Yea._____

(A)	(B)	(C)		(D)	(E)	(F)	(G)	(H)	(I)	(J)
Pupils	Language FES, FES LES, NES	SS* Pre	SS* Post	Level Completed By Sept. _	Level Completed By Nov.__	Level Completed By Feb.__	Level Completed By May _	Total Growth	Annual** Gain Matched)	Analysis of Pupil Prog
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
		Sum								
73		Average Placement								

*SS = Standardized Data

**Annual Gain = number of levels pupils achieved Sept.-May

Sum

Average annual gain-sum Sept.-May Gain ÷ numbe

74

Program Objective: .90 (average) of a year's growth in the Macmillan reading prog.

Subject Reading

Teacher G. G.

Grade 2 Year 1918

(A) Pupils	(B) Language FES, FES LES, NES	(C) SD* Pre	(C) SD* Post	(D) Level Completed By Sept.	(E) Level Completed By Nov.	(F) Level Completed By Feb.	(G) Level Completed By May	(H) Total Growth	(I) Annual** Gain Matched)	(J) Analysis of Pupil Prog
1.				1.84	1.84	2.00	2.25	.41	.41	-
2.				1.70	1.84	2.00	2.25	.55	.55	
3.				1.70	1.84	2.00	——	.30	——	
4.				1.84	1.84	2.00	2.25	.41	.41	
5.				1.14	1.28	1.42	1.56	.42	.42	
6.				1.70	1.84	2.00	2.25	.55	.55	
7.				1.70	1.84	2.00	2.25	.55	.55	
8.				1.14	1.28	1.42	1.56	.42	.42	
9.				1.56	1.70	1.84	2.00	.44	.44	
10.				1.14	1.28	1.42	1.56	.42	.42	
11.				1.84	1.84	2.00	2.25	.41	.41	
12.				1.84	1.84	2.00	2.25	.41	.41	
13.				1.70	1.84	2.00	2.25	.41	.41	
14.				——	1.70	1.42	1.56	.14	——	2/20 initial placem incorrect. about 23
15.						1.84	2.25	.41	——	
		Sum		20.84	23.80	27.36	28.47			
		Average Placement		1.60	1.70	1.82	2.03			

75

*SD = Standardized Data

**Annual Gain = number of levels pupils achieved Sept.-May

5.54	Sum
.46	Average annual gain-sum Sept.-May gain ÷ numb

76

OPTIONAL

Grade Level 2 Progress Summary Form

Subject Reading

Program Objective .90 (average of a year's growth)

(A) Class/Teacher	(B) Level Completed By Sept. __	(C) Level Completed By Nov. __	(D) Level Completed By Feb. __	(E) Level Completed By May ___	(F) Annual Gain (Matched)
1	1.61	1.68	1.83	2.04	.47
2	1.56	1.70	1.82	2.20	.74
Sum	3.17	3.38	3.65	4.24	1.21
Average Achievement Level	1.59	1.69	1.83	2.12	.61
		Average Growth .10	.14	.29	

*Use information from Class Progress Form

Los Angeles Unified School District
Research and Evaluation Branch
7/80

OPTIONAL

School Progress Summary Form

Subject Reading

AVERAGE ACHIEVEMENT LEVEL

Grade	(A) Level Completed By Sept. __	(B) Level Completed By Nov. ___	(C) Level Completed By Feb. ___	(D) Level Completed By May ___	(E) Annual Gain (Matched)	(F) Program Objective
K						
1						
2	1.58	1.69	1.82	2.12	.60	.90
3						
4						
5						
6						

*Use information from Grade Level Progress Summary Form

Los Angeles Unified School District
Research and Evaluation Branch
7/80

OPTIONAL

GRADE LEVEL FREQUENCY DISTRIBUTION CHART*.

Pre (Sept.) ____
Post (May) ____

Subject READING

Grade Level 2nd

Names of Books or Levels
**% of Grade Level Program

Teacher/Class	(3)	**1.00 READ IT YOURSELF (4)	1.14 WHO CAN? (5)	1.28 LOST AND FOUND (6)	1.42 HATS AND FEARS (7)	1.56 UFS AND DOBIS (8)	1.70 COLORS (9)	1.84 FEELINGS (10)	2.00 BELIEVE IT (11)	2.25 FEELINGS (12)	2.50 STAND TALL (13)	2.75 A SECOND LOOK (14)	3.00 SECRET SPACES (15)	3.25 GOOD NEWS (16)	3.50 BEGINNINGS (17)	3. (18)
1		2				4	8	7	8							
2			2					8			7	1	8	2		
*3 Combination											3		5			
4					11			4	12							
5				1	4		6		7		5					
Grade Level Total		2	2	1	15	4	14	19	27		15	1	13	2		

*Use Information from Class Pupil Progress Form A

Form D

Los Angeles Unified School District
Research and Evaluation Branch

PROGRAM RELATED EVALUATION WORKSHOPS
GROUP TASK 1

1. Select a recorder and chairperson.

2. List the factors that you feel have the greatest impact on pupil achievement.

3. Identify and delete those factors over which the school has little or no control.

4. Prioritize the remaining factors.

5. Describe ways in which you could investigate or evaluate priority #1.

6. Report what was accomplished in steps 4 and 5.

PROGRAM RELATED EVALUATION WORKSHOP

GROUP TASK II

EVALUATION COMMITTEE FINDINGS:

- THE PURPOSE OF DIRECTED LESSONS ARE NOT CLEARLY APPARENT.
- CHILDREN ARE NOT SPENDING SUFFICIENT TIME ON TASK.
- CHILDREN ARE ASKED TO PERFORM SKILLS WITHOUT ADEQUATE INSTRUCTION.
- DISPROPORTIONATE AMOUNT OF TIME SPENT ON PENCIL-PAPER TASKS VERSUS STUDENT-TEACHER INTERACTION.

WHAT SUPERVISION OF INSTRUCTION TECHNIQUES OR STRATEGIES CAN YOU EMPLOY TO IMPROVE THE QUALITY OF THE INSTRUCTIONAL PROGRAM?

MANAGEMENT REVIEW RECORD
OF PROGRAM OUTCOMES

EXAMPLE PAGE

School Fantastic

Reviewer A. Super Reviewer

A	B	C	D	E	F	G		
Review Date	Component/ Area	Stated Objectives	Reference to School Plan (Page Nos.)	Will be Completed in Time Stated? Yes / No	Reason for Deficiency (if not completeable)	Suggested Action to Correct Deficiencies 1) Person(s) responsible	2) Action to be taken	3) By what date
1/18/81	Parent Involvement	By May 1981, at least 40 parents of participating pupils will have provided volunteer help in the classroom, as shown on records kept in the office.	20	✓				
1/18/81	Staff Development	By May 1981, staff and volunteers will, on the average, indicate an increase in skills and knowledge on at least 60% of the identified needs covered in S.D. as measured by a pre-post questionnaire.	88	✓	Other priorities intervened Insufficient time	S.D. Committee	Reevaluation of S.D. priorities Setting aside blocks of time	2/1/81

CONSIDERATIONS IN IMPLEMENTING PROCESS

A. WILLINGNESS OF STAFF AND COMMUNITY TO PARTICIPATE ACTIVELY AS EVALUATORS

B. SUPPORT OF ADMINISTRATIVE, INSTRUCTIONAL STAFF AND PARENT ADVISORY GROUPS FOR THE PROCESS

C. ALLOCATION OF TIME AND PERSONNEL

D. PERCEPTION OF PROCESS AS A POSITIVE WAY TO IMPROVE THE INSTRUCTIONAL PROGRAM

IMPLEMENTING EVALUATION COMMITTEE

A. PLANNING MEETING

B. INTRODUCTION OF EVALUATION COMMITTEE CONCEPT

C. SELECTION OF COMMITTEE MEMBERS

D. INITIAL COMMITTEE MEETING

E. SUCCESSIVE MEETINGS

F. END-OF-YEAR EVALUATION